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ABSTRACT

Established in 1927, Glendale Community College (GCC) in California is a public, open-enrollment institution dedicated to serving an increasingly diverse student and community population. In its effort to meet community needs, the college supports a strong transfer program, occupational programs, personal enrichment opportunities, and a variety of non-credit educational programs. As of 1996, the population of the college's district was estimated at 195,000, with growth estimated at 1% per year. While in 1970 the district population was 85% Caucasian, 1990 census data indicate that it is currently 64% Caucasian, one-third of which is Armenian; 21% Hispanic; 14% Asian; and 1% other. This diversity is reflected in the GCC student body, which is 30% Armenian, 21% Latino, 19% Caucasian, 14% Asian, 10% other, and 7% Filipino. Although total enrollment began to decline in 1992-93 in response to statewide community college fee increases, as of 1996 students were taking more units each term and semester-to-semester retention increased to approximately 75% from 64% in 1985. For credit enrollments, the number of continuing students declined for the first time in a decade in 1995, while the majority of credit students were 20 years old and under. Non-credit programs accounted or 5,817 students in fall 1996. Finally, GCC maintains active recruitment efforts with high schools and international students and transfers over 450 students yearly to institutions throughout the state and country. (Contains 15 graphs.) (HAA)

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Glendale Community College
Institutional History and Profile

Updated for the New Staff of 1996-97

by

Scot Spicer and Edward Karpp

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Kudos

One of the reasons that Glendale Community College is such a great place to be a student is that faculty and staff commit so many hours beyond their "official" schedules. For example, faculty completed over 6,000 hours of "flex" activities in 1995-96, enhancing their teaching abilities and professional skills. A random review of flex contracts revealed the most prominent activity, 41 percent of all hours, was attending workshops and conferences to improve teaching skills or discipline knowledge. Three members of the college family finished doctoral programs: Nancy Knight completed her Ph.D. in Higher Education at UCLA; Paris Noori completed a Ph.D. in Marriage, Family, and Child Therapy at the California Graduate Institute, and adjunct Business Division instructor Gail Price completed a J.D. at Whittier College's School of Law. While no list could be complete, this first section of *Institutional History and Profile* is an attempt to highlight some of the most notable achievements in areas of scholarship, resource development, professional and public service of the past year and the coming months.

JoRay McCuen will not be slowed down by her new "emeritus" standing, she'll have four new developmental English textbooks released by Prentice-Hall in the coming year – Writing Talk I, II, III, & IV. Mike Eberts has established web sites for Angles' Flight and Griffith Park, and saw his Griffith Park: A Centennial History published by the Historical Society of Southern California during summer, 1996. Bart Edelman had two works from his first book of poetry anthologized in the Simon & Schuster Portfolio of Multicultural Activities (1996) textbook. A second edition of Kathleen Flynn's Heinle and Heinle The Grammar Dimensions Workbook, will be available in January 1997. *T.H.E. Journal* carried "Teaching With Multimedia in the Community College Classroom" by Brett Miketta and Deborah Lubford in its' August, 1995 edition. Sid Kolpas published "Descartes' Derivative" in *Math & Computer Education* (Fall, 1995) and Pete Witt developed a test manual for the 5th edition of publisher Saunders' Elementary Algebra.

Ramona Barrio-Sotillo and the Transfer Center were honored by CSU Northridge for exemplary outreach efforts to encourage transfer. Adjunct Philosophy instructor James Druley was selected as Part-Time Teacher of the Year at Irvine Valley College. Adjunct Political Science instructor Sally Dungan was honored by Cornell University as an outstanding high school teacher. John Kray will be able to certify students at the highest level of training as John has pasted tests by the American Welding Society to be a certified welding inspector and educator. The Family Education Center, under the direction of Jill Southerland, was recognized as an "outstanding" new program by the Association of California Community College Administrators and profiled in the January/February edition of *Network*. Caryl St. Ama and Daniel Stearns attended an intensive artist training from senior staff of the animation division at Warner Brothers Studios during August 1996 to prepare for new animation courses at GCC. The college was the only community college among five colleges in the nation invited to develop curriculum with Warner Brothers.

Karen Holden wrote five successful grants to two Private Industry Councils, totaling $1,122,683, to provide job training assistance to area residents. Jane DiLucchio secured $97,259 from Adult Education Act funds to provide adult compensatory education within the non-credit Basic Skills program. Ken Patton and Jan Swinton won continuation of five grants for 1996-97 which involve about a dozen other members of the faculty and staff: "Tech Prep" is a $71,590 grant to articulate curriculum between GUSD and GCC. "Links" is a $35,000 grant to recruit and retain women in math, science, and technology. "State Leadership" is $35,770 to encourage academic and vocational faculty to develop integrated curriculum to assist our diverse population in preparation for jobs. "New Horizons" provides support services -- such as child care, tutoring, and mentoring -- for single parents and displaced homemakers with its $60,000. "Project Step-Up: Women in the Trades" is a $50,000 grant to attract women and men into fields where one sex has been historically underrepresented.

Linn Griffith received a grant to develop a volunteer component in the credit ESL curriculum from *Learn and Serve America*. Therese Blake participated in a grant won by Mount San Antonio College to add health and safety information to the non-credit ESL curriculum. Jill Southerland won a state grant to provide bi-lingual parenting skills to economically at-risk families in the community. The Volunteer Service Learning Center will have a third year of federal funding to continue encouraging students to volunteer time in the community and to work with faculty to incorporate volunteer work into the curriculum.

Peter Stathis is the campus coordinator for the on-going NSF funded Los Angeles Collaborative for Teacher Excellence effort through Occidental College with eight other community colleges to improve math and science instruction at the elementary and secondary levels. Larry Cudney, Bill Shamhart, Dave Hurst, Javier Gago, and Poorna Pal received summer stipends for curriculum development as part of this grant.

Students in the Visual and Performing Arts were treated to several very special opportunities during the spring and summer of 1996: Ken Gray led a group of fifteen students to the world renown theatre competition in Edinburgh, Scotland, The Fringe Festival. Glenn DeLange led a combined choir of Glendale College students and community members on a concert tour of Scotland and England. Rob Kibler and a former GCC student were invited to a special workshop at the home of 103 year-old Beatrice Wood, known as the "Mama of Dada" for her association with the Dadaist movement after World War I. Lynn McMurray and Dora Kranning led students in multiple dance performances at Gallery 5770 for Californians in the high desert communities. Martin Mondrus has been active with exhibits at the Century Gallery and a one-man show at the Senior Eye Gallery in Long Beach.

In one of the more unusual honors for a community college faculty member, Glady Kabateck was recognized for her community work by the (international) Order of St. John; her recognition entitles her to be addressed as "Dame" -- which Leonard DeGrassi, an Order of Malta holder, does observe.

Veloris Lang presented at the Conference on College Composition and Communication held in Milwaukee on "The Rise and Fall of Remedial Writing at the State University" with faculty from the CSU system. Scot Spicer and Edward Karpp presented "Analyzing the Relationship Between Student Perceptions of the Campus Environment and Student Outcomes" with peers from the San Diego Community College District at the Association for Institutional Research in Albuquerque. Ann Ransford presented on "Planned Giving Models" and "Entrepreneurial Projects: Another Source of Funds" with a colleague from the College of Southern Idaho at the National Council on Resource Development in Washington, D.C. Bob Unterman's paper "Integrating Multiple Competencies: A Business Issues Approach To An Annual Report Project" was voted the best paper at the first ever California Colloquium on Accounting Education Conference which led to an invitation for him to participate in a national teleconference on teaching accounting.

The Glendale Adventist Medical Center has two members of the Social Science Division on its Institutional Review Board – Bud Horton and Levon Dzhrnazyan. Sid Kolpas is on the Van Nuys High School PTA Board and Linda Manzano-Larsen was President of the Wilson Elementary School PTA Board. Ann Ransford is serving on the Boards of Directors of the Glendale Association for the Retarded and the Glendale YWCA. Yeimei Wang is a Commissioner for the Glendale Parks and Recreation Department, and served as Commission President this past year; Yeimei is also a member of the Board of the Glendale Association for the Retarded. Lynn McMurray became a member of the Dance Grants Panel in the Cultural Affairs Department of the City of Los Angeles.

Terry Coblentz served as President of the Western Society for Physical Education of College Women this past year and was honored as 1996 Western State Conference Tennis Coach of the Year. John Queen won statewide election to the Board of Governors of the Faculty Association of the California Community Colleges.

Maureen McRae Levy served as Immediate Past President of the California Association of Student Financial Aid Administrators, Vice-President/Federal Issues for the California Community College Student Financial Aid Administrators Association, and as co-Editor of the *WASFAA NEWS*, the publication of the Western Association of Student Financial Aid Administrators this past year. Scot Spicer is Vice President and 1996 Conference Chair of the inter-segmental California Association for Institutional Research. John Muskavitch served as 1995 Conference Chair for the California Community College Student Financial Aid Administrators. Ken Patton is serving as Treasurer and Awards Committee Chair for the California Community Colleges Association of Occupational Educators, on the legal issues committee of ED/Net, and as Chair of the statewide Consortium of the Centers for Applied Competitive Technologies.

Teresa Cortey has completed a two-year term as president of Salon Français de Los Angeles, an organization to promote the awareness and use of the French Language and culture. Yeimei Wang co-Chaired the first regional Hospitality Symposium for student competition this past spring and was recognized by the Southern California Restaurant Writers Association. Sid Kolpas and Gary Massion serve on the California Mathematics Council Scholarship Committee, chaired by Sid this year. Jan Swinton is Vice-President of the California Vocational Education Equity Council and Chairperson of the Professional Standards and Ethical Practices Committee of the California Association for Counseling & Development. In the latter capacity she has written, "In Search of Personal and Social Responsibility," for the publication *Compass*. Vicki Washington is in the middle of a two-year term as Treasurer of the California Community Colleges Extended Opportunity Program & Services Association.

History of the College

The Glendale Community College campus is located nine miles north of the heart of downtown Los Angeles in the city of Glendale. Established in 1927, the college initially served the communities represented by the Glendale, La Crescenta, and Tujunga School Districts. In 1929 the college, then known as Glendale Junior College, moved to its first independent facilities on Harvard Street where it remained until 1937.

An earthquake in March 1933 damaged the main building on Harvard Street, resulting in the condemnation of the facility and leading to the college's relocation into small buildings and tent structures. On October 5, 1935, 80 percent of the local electorate approved a $195,000 bond issue for new college buildings, which was later matched by a $174,000 grant from the federal Public Works Administration. In 1936 the Glendale Junior College District was dissolved and the operation became part of the Glendale Unified School District.

The Administration and Science buildings were completed and occupied at the current Verdugo Road location during the middle of the spring 1937 semester; a Student Union was completed in the fall. Additional purchases of land and construction of buildings occurred during the 1930's and 1940's, including the Auditorium in 1948. In 1957 a Classroom Building was completed (although it was removed in the summer of 1995). The Chemistry-Mathematics Building was added in 1962, followed in 1963 by an extensive remodeling of the original Science Building which was renamed the Physics-Biology Building. The Library moved out of the Administration Building (where the Assessment Center is located) to its current location in 1967, and the Aviation/Arts Building was opened in 1975.

The college officially became "Glendale Community College" in 1971, and in 1980 voters approved the separation of the unified and college districts. The former Montrose campus and several other vacant properties became part of the college under conditions of the separation, but all these properties have been sold. Since April of 1983

the college has been governed by its own Trustees elected from the community. Dr. John A. Davitt, a now twenty-eight year veteran of faculty and administrative service, has served as Superintendent/President since June of 1985. A more detailed history of the institution may be found in A History of Glendale Community College (1987) prepared by former faculty member Chester Lynch.

The college has been undergoing a series of major renovations and additions to its physical plant. With the second lowest ratio of space per student among the 71 community college districts as of 1988, Glendale has easily qualified for state funding of these projects. In the spring of 1989, completion of the San Rafael building -- housing most student services, one large lecture hall, four classrooms, thirty faculty offices, and six computer classroom-and-laboratory facilities -- marked the campus' first new space in fifteen years. A renovation of the Administration Building added more usable space and was completed in the fall of 1990. During spring 1990 the college moved the operations of its adult education programs into new facilities purchased on Garfield Avenue, south of the main campus, from a temporary building on the Glendale High School campus. A remodeled Auditorium building resumed full operations in May of 1992: The auditorium was reduced in size from around 1100 seats to 405, creating seven new general purpose classrooms, a television production lab, and an experimental theater space with eight-five seats.

The upper level student parking lot was expanded by 750 spaces in time for the beginning of the spring 1994 semester. A new classroom and office building for the Adult Community Training Center at the Garfield site was also occupied in the spring of 1994. The Professional Development Center (PDC) moved into an 11,000 square foot building in Montrose, from offices on Brand, during the summer of 1994. PDC's new facility has five state-of-the-art classrooms and houses their administrative offices.

Construction on an enlarged and remodeled High Technology Center building was completed in spring of 1995. During the spring of 1997, the college will see the completion of two major construction projects; a three story multi-purpose building,

and a classroom, office, and general space addition to the Library. The old Classroom Building (CB) was removed as the front of the renovated Library will extend to about where the southern wing of the CB Building was, and the site of the northern wing of the CB Building will be covered by the footprint of the new multi-purpose building.

The college is fully accredited by the Western Association of Schools and Colleges, and approved under the regulations of the California State Department of Education and the California Community Colleges for the programs offered.

College Mission

Glendale Community College is a public institution dedicated to serving a changing and increasingly diverse student and community population. The basic function of the institution is defined by the Master Plan for higher education in the state of California. In its effort to serve community needs, the college supports a strong transfer program, many occupational programs, personal enrichment opportunities, and a variety of non-credit educational programs. As agreed to at the time of separation from the unified district, the college is the sole provider of public adult education in the City of Glendale. The college seeks to further the success of its students in the classroom by providing a full complement of enrollment services, counseling, financial support, educational assistance, and campus activities. The Board of Trustees has adopted the following mission statement to express its commitment to providing the community with educational opportunities:

> "Glendale Community College is dedicated to the creation and preservation of an educational and cultural environment which meets the needs of a changing community. The College is committed to the philosophy that all individuals have inherent worth and dignity, and thus it offers a wide range of educational opportunities to all who can profit from community college instruction. Its programs are designed to awaken latent capacities and challenge recognized abilities in its diverse student population. The College provides quality academic, vocational, cultural, basic skills education, and remediation programs

and services. These are designed to encourage the development of intellectual curiosity, creativity, critical thinking, effective communication, technical skills, and a basic understanding of the relationship between the past and the challenges of the present and future. The ultimate mission of the College is to help students form rewarding lives, productive for themselves and for society."

The college actively informs its community that "any California resident possessing a high school diploma or the equivalent" and any other resident "who is over eighteen years of age and who is determined to be capable of profiting from the instruction offered" will be admitted. The college catalog and schedule of classes also contain a copy of the district's non-discrimination and equal opportunity policy statement, the policy specifically affirms that the college is "committed to providing an equal opportunity for admissions, student financing, student support programs and activities, and employment, regardless of race, religious creed, color, age, sex, sexual orientation, national origin, ancestry, marital status, medical condition, or disability in accordance with federal, state, and local regulations."

The Community Served

While the college has traditionally served its local community, the definition of "local" is continually evolving. Current district boundaries include the City of Glendale and a small, unincorporated section of the County of Los Angeles northeast of the city boundaries. During various periods of the last 65 years students from two adjacent areas of what is currently the Los Angeles Community College District – Sunland/Tujunga to the northwest and the communities of Eagle Rock, Highland Park, and Glassell Park to the south – have been either part of the Glendale college district or legally recognized as having an option for unrestricted attendance at GCC. These two areas exceed the geographical size of the current district. The college has long served a significant number of students from outside the city boundaries.

The district's current population is estimated to be 195,000, and growth has slowed from a very rapid rate in the 1980's to around one percent per year. The City of Glendale grew at least twice as fast as its surrounding cities and Los Angeles county as a whole during the 1980's. The population has grown dramatically more diverse over the last ten to twenty years as well. In 1970 the district was 85 percent Caucasian. The 1990 census figures indicate that the community is 64 percent Caucasian, 21 percent Hispanic, 14 percent Asian, and about 1 percent other. The Armenian community, primarily a recent immigrant group, may represent one-third of the Caucasian population. The city's Korean and Filipino populations each comprise one-third of the overall Asian population. Recent immigrants contributed a large portion of the area growth during the 1980's; over 65 percent of the school age population within the district is non-native and/or Limited English Proficient.

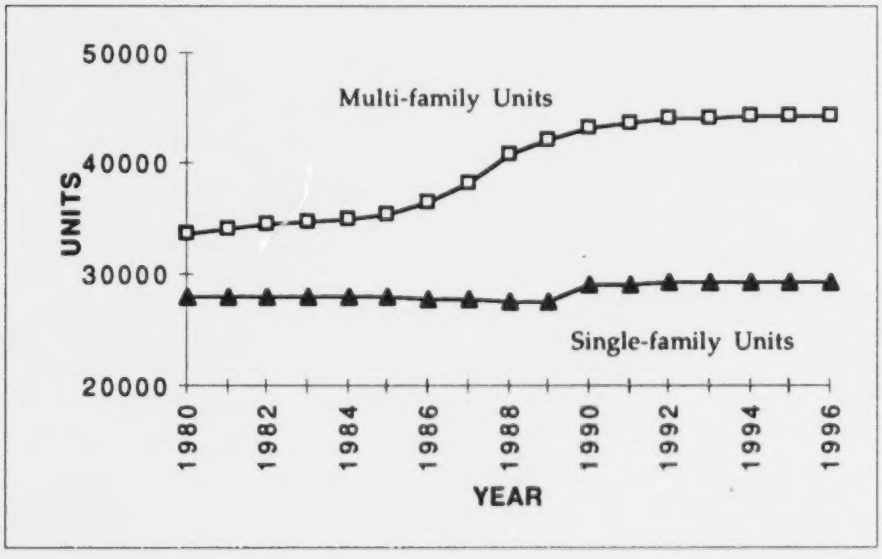
Within an arc running from southeast of the district in the City of South Pasadena to northwest of the district in the community of Tujunga, their are another 350,000 people with strong economic, shopping, and transportation ties to the Glendale area. This area is at least as ethnically diverse as the district. Students within this wider territory may easily choose from several institutions in the area: Los Angeles City College to the south; and Los Angeles Valley and Los Angeles Mission Colleges to the west; Pasadena City College to the east; or Glendale Community College.

In 1982 the Los Angeles Community College District unilaterally declared "freeflow" which abolished all enrollment limitations for residents of their district to attend other community colleges. At the time about one-quarter of the students at Glendale Community College were non-district residents. Five years later residents from outside the city represented one-half of all students, a proportion which has since declined slightly. Pasadena City College has also experienced considerable growth due to the enrollment of Los Angeles district residents. The flow between Pasadena and Glendale is much smaller, under five percent of each district's enrollment. Over 90 percent of our students live within 7.5 miles of the main campus, but the college

regularly has small enrollments of students from Ventura, Riverside, San Bernardino, and Orange counties.

Growth in the breadth of residency locations for students at the college was not completely unexpected in the 1980's; many factors contribute to the desirability and convenience of Glendale Community College. Surveys of students and area residents from outside the district have indicated that the college enjoys a very good reputation, with good teaching as its strong point when compared to other area institutions. The college is also conveniently located near the intersection of three major freeways serving several million people. Redevelopment of the Brand Boulevard corridor has significantly increased the number of jobs in Glendale. A second redevelopment project in the southern section of the city along San Fernando Road will have less of an impact

GRAPH 1: GLENDALE HOUSING STOCK



on the number of jobs in the next decade, but will be the focal point for developing mass transit alternatives for individuals coming into Glendale. The 1980 census indicated that two-thirds of the jobs in the City of Glendale were held by local residents; now it is estimated that about one-third are held by local residents.

For the City of Glendale, the year 1986 represents the beginning of a building boom which eased significantly after 1991. The growth occurred primarily in multiple-family dwelling units and has altered the character of the city. While the population of people in single-family homes has remained stable over the decade, the population in rental units and condominiums has gone up rapidly – both in per unit occupancy and in total number of units occupied. Graph 1 above shows the dramatic growth in the multi-family housing stock during the 1980's. The growth has led to a much more ethnically diverse community, as well as a growth in the number of family households with young children. It's impact on the college shows up as overall growth and accelerating changes in college demographics after 1986, and is particularly reflected by the rising percentage of immigrant students from the immediate community which is at least 45 percent foreign born. The City of Glendale put a moratorium on the construction of multiple-family dwelling units in 1988. The moratorium was not felt until 1990 when there was a slow-down in the construction of approved projects. A set of new residential building ordinances which ended the moratorium on multi-family-unit development went into place in 1990. It is likely that population growth in Glendale during the 1990's will be fueled primarily by growth in household size and secondarily by a small increase in the number of housing units.

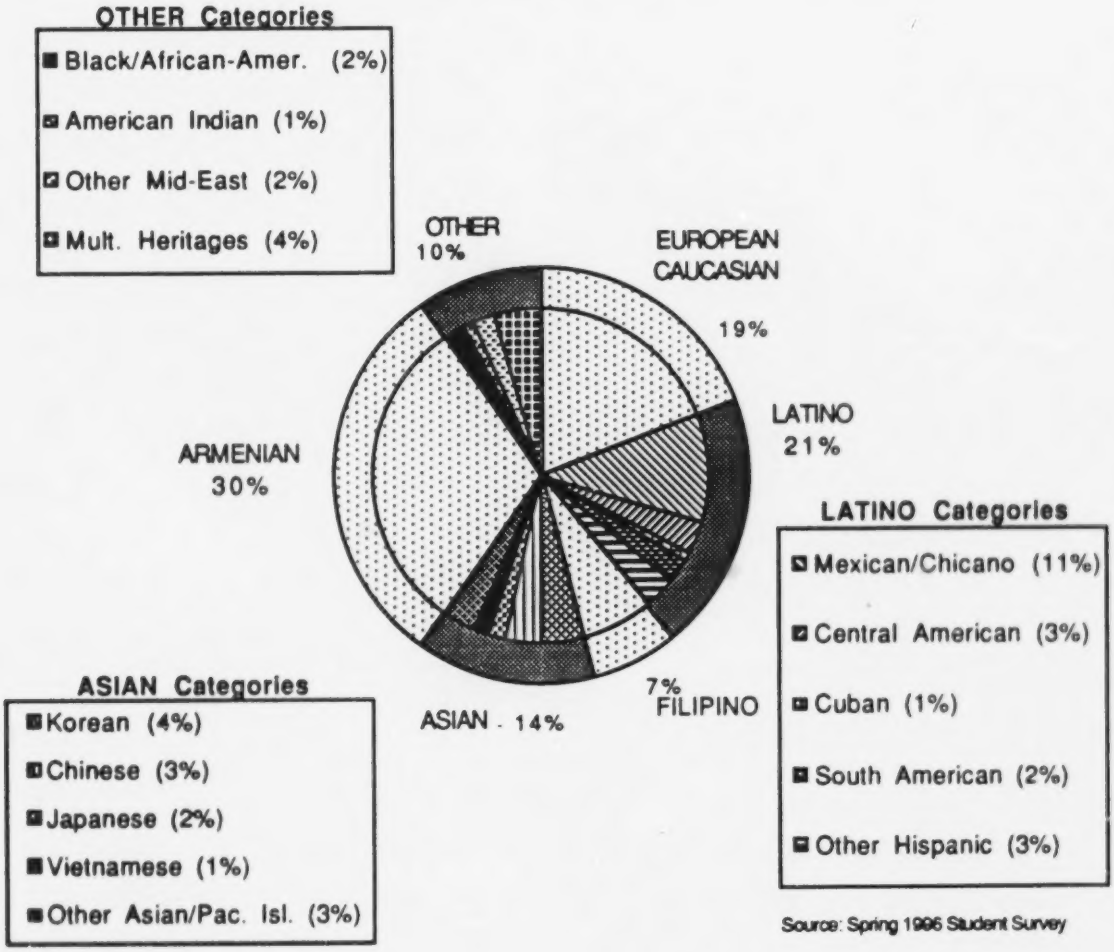
College Demographics

The college's student population has been characterized by both change and stability during the last ten years. The diversity of students is reflected in Graph 2 on the next page. A majority of our new students each year are now non-native speakers of English. Furthermore, the need for English-as-a-Second Language instruction has only been equaled in growth by the need for precollegiate English and Math instruction. Rumors about possible fall 1992 fee increases and actual increases in the spring of 1993 led some students, particularly those with a baccalaureate degree, to forgo college enrollment in 1992-93. However, while total enrollment started to decline in 1992-93, other measures of student activity (FTES, WSCH, total units attempted, etc.) have

actually increased. Students are taking more units each term and more students than ever are completing a full-time load each term.

Another change, also representing stability, has been increasing semester-to-semester retention. The percentage of continuing and other returning students in the fall semesters has increased from 64 to about 75 percent since 1985. Typically, students are taking two or three classes a semester while working about 20 hours a week over four or more years to accomplish their goals.

GRAPH 2: SPRING 1996 STUDENT SURVEY ETHNICITY



Source: Spring 1996 Student Survey

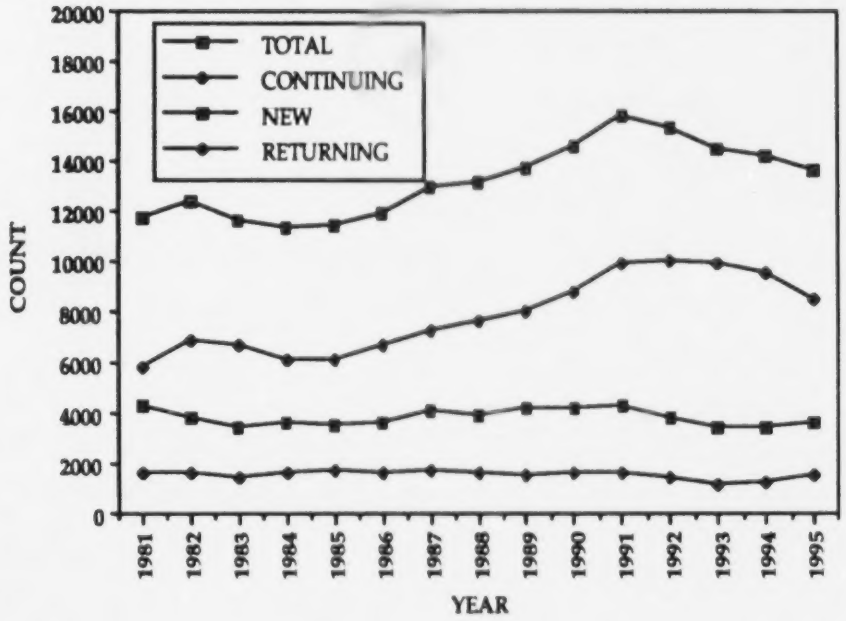
The number of new fall students declined markedly for the first time in a decade in fall 1992. On the other hand, the number of traditional freshmen (those individuals graduating from high school the preceding June and enrolling directly at the college in the fall) has remained remarkably consistent over the entire period from 1981 to 1995. About 40 percent of the college's new freshmen each fall come from the three large high schools in the Glendale Unified District; Glendale, Hoover, and Crescenta Valley. About 40 percent of the seniors at these schools will attend either credit or non-credit programs offered by the college immediately following high school graduation. Enrollment growth is limited by the college's cut-backs in course sections offered and higher fees; however, traditional college-age students may show greater dedication and persistence as their options are limited.

The ethnic diversity of our student population reflects the complex social fabric of the community we serve. The Hispanic population at the college comprises a combination of native English speakers and recent immigrants representing many cultures. Glendale is one of two Californian cities with a well-established Armenian community. During the last decade, however, a new wave of Armenian immigration from Turkey, Iran, Iraq, and the Soviet Union has changed the face of the local Armenian community. A majority of our current Armenian students are recent immigrants. Both Filipino and Korean groups are growing rapidly in percentage terms, even if they trail the overall numeric growth of Hispanics and Armenians. In general, the majority of all the Asian heritage groups attending the college have special educational needs associated with their recent immigrant status.

Enrollment Statistics – Credit Programs

Growth in the number of continuing students has driven the increase in total enrollment since its low mark in fall 1984 as shown in Graph 3 on the next page. Between 1986 and 1992, the number of continuing students grew both in absolute terms and as a percentage of total enrollment. Among the 15,324 students enrolled in fall of 1992, 10,047 were continuing, an increased of 1.5 percent over 1991 while the number of

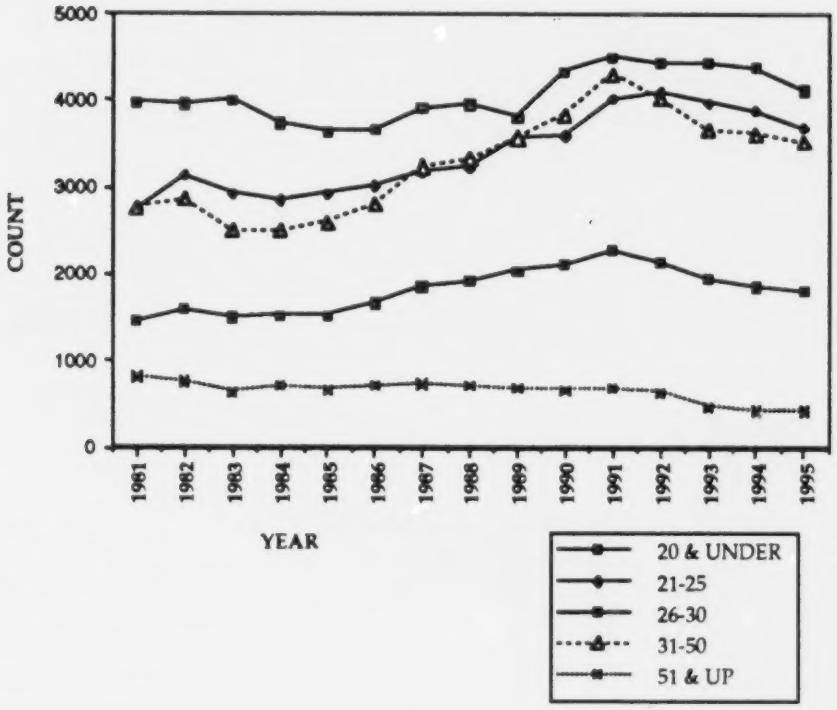
GRAPH 3: ENROLLMENT TRENDS



new students declined by 10 percent. By fall of 1995, a variety of factors lowered enrollments across the state: 8,504 of 13,597 students were continuing, a decline in absolute numbers and a notable decline to 63% of all students -- the first in a decade.

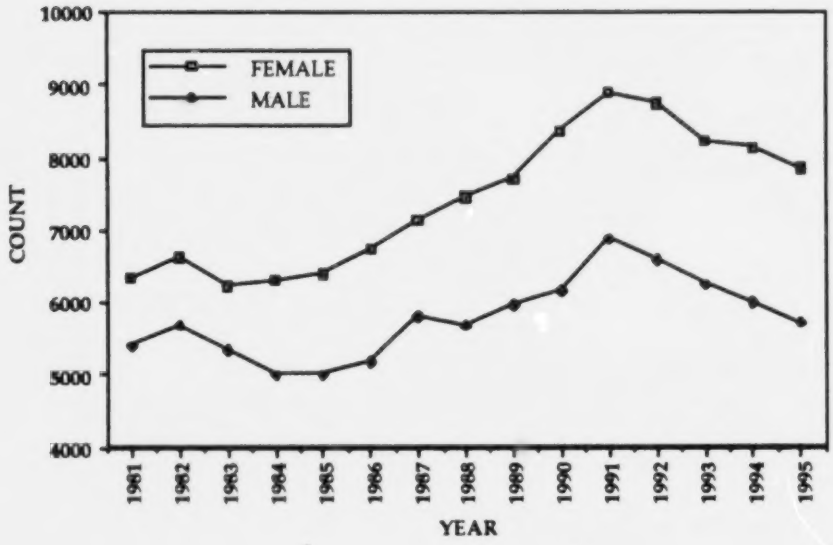
Several trends show up among age groups on campus. Enrollment of the oldest students, those 51 and over, declined fairly consistently from 817 in 1981 to 436 in 1995. The other age groups reached their highest enrollments in 1991, except the 21-to-25 group which reached its highest number in 1992. Since these high points, all groups have declined in absolute numbers. Graph 4 on the next page reflects these trends.

GRAPH 4: AGE COHORT ENROLLMENT



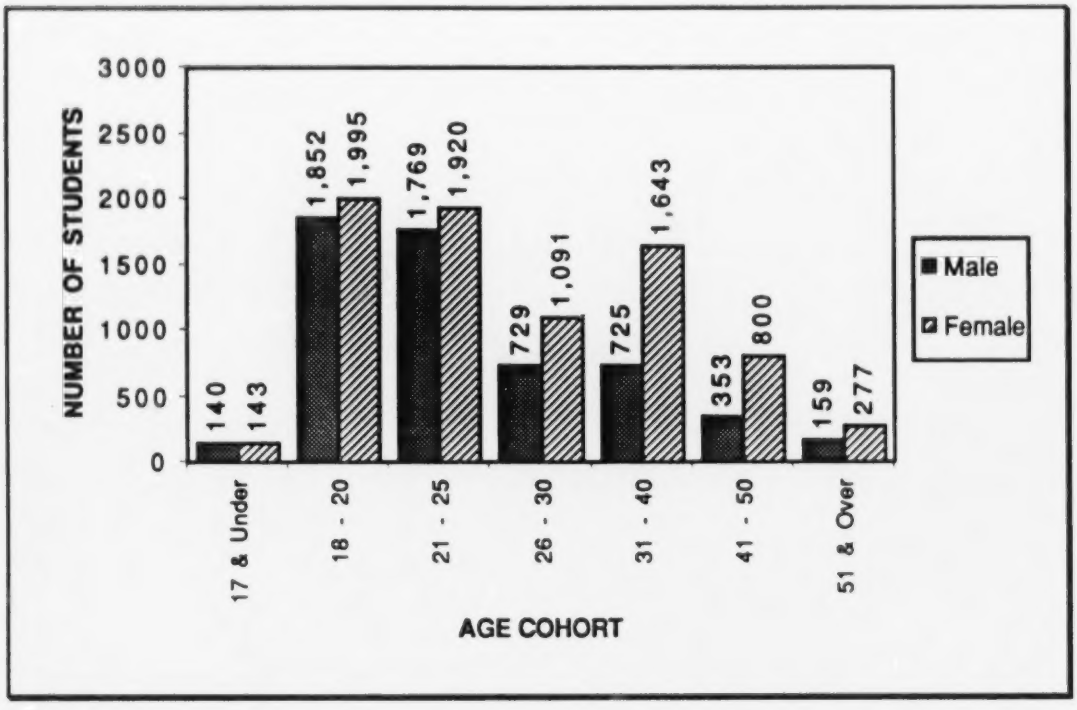
The total number of women students reached a high of 8,879 as men also set a high enrollment mark of 6,886 in fall of 1991; enrollments of both men and women have since declined. Graph 5 below traces the male and female enrollment over time.

GRAPH 5: ENROLLMENT OF WOMEN AND MEN

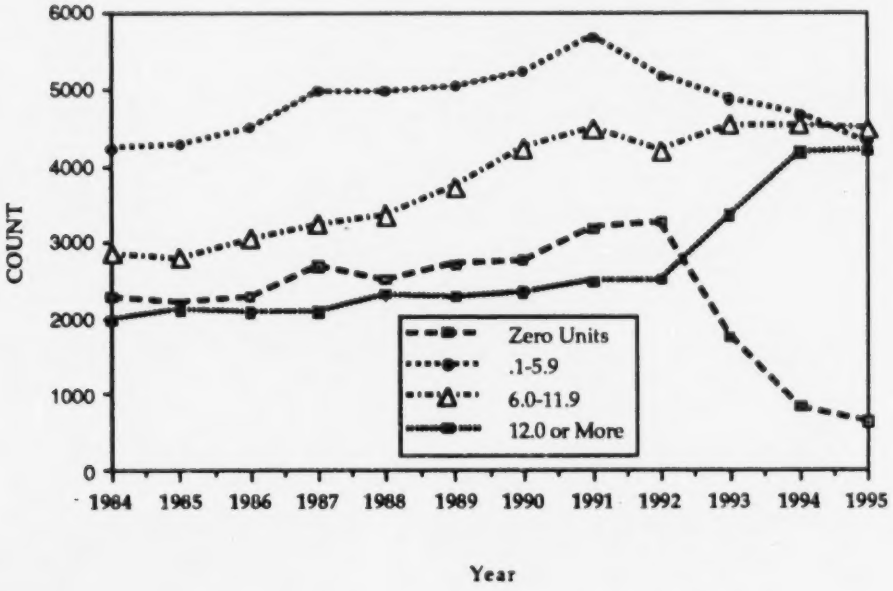


Graph 6 reflects the current gender distribution of students by age; men and women have typically been nearly equal in numbers under age 25, women are predominate in 26-to-30 age category, and women outnumber men by somewhat more than two to one among students over 30. The rising number of part-time women between the ages of 21 and 50 contributed to the enrollment growth in the late 1980's. After dropping in the early 1980's, the number of male students under 25 began to rise in fall 1985. This upsurge in enrollment by traditional college-aged males was significant for growth up to fall 1991 and seems to be steady since.

GRAPH 6: AGE COHORTS BY GENDER IN FALL 1995



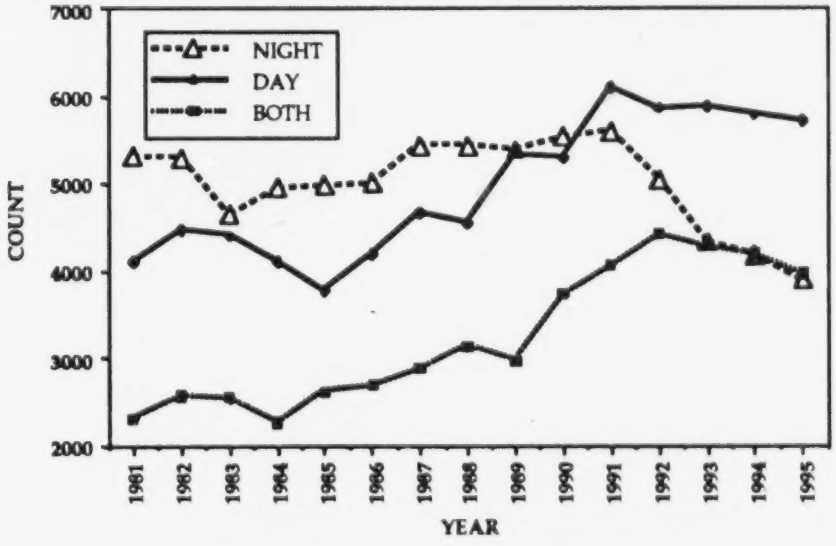
GRAPH 7: ENROLLMENT BY UNITS COMPLETED



While the number of part-time students grew markedly during the 1980's, the number of students completing 12 or more units was fairly stable until 1992. Graph 7 on the previous page shows the growth of the numbers of "serious" part-time students completing six to eleven units a semester and the dramatic upsurge in the numbers of students completing 12 or more units after 1992. An interesting parallel "seriousness" trend has been the even more dramatic decline in the number of students failing to complete any units which also was associated with the increase in fees. Since 1993, full-time and serious part-time student enrollment has remained steady while enrollment of other part-time students declined.

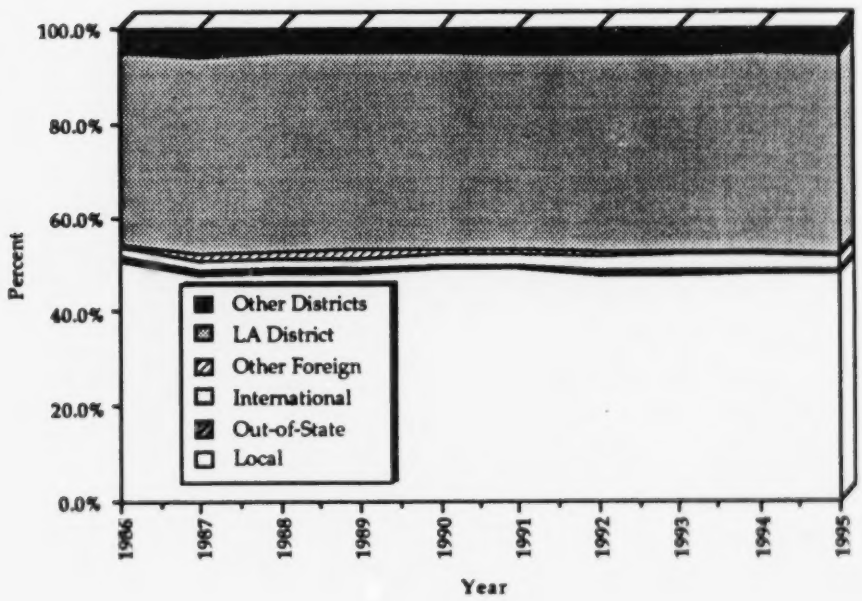
Graph 8, below, suggests that competition for limited course offerings has altered the traditional characteristics of day and night students: students taking day only classes exceeded the number of night only students for the first time in fall 1991. The percentage of students taking day only or both day and night classes hit all-time highs in fall of 1993. Since 1993 this general pattern has continued with slight declines in the number of students in each category.

GRAPH 8: ENROLLMENT BY DAY, NIGHT, OR BOTH



The residency status of students (where the state considers them to be residents) shifted during the early 1980's to a larger proportion of students from outside the district boundaries (as seen in Graph 9 below); this trend was halted by the Glendale growth boom after 1986. The dispersion of students clearly reflects the major impact of the freeflow decision made by the Los Angeles district (1982) and subsequent legislation.

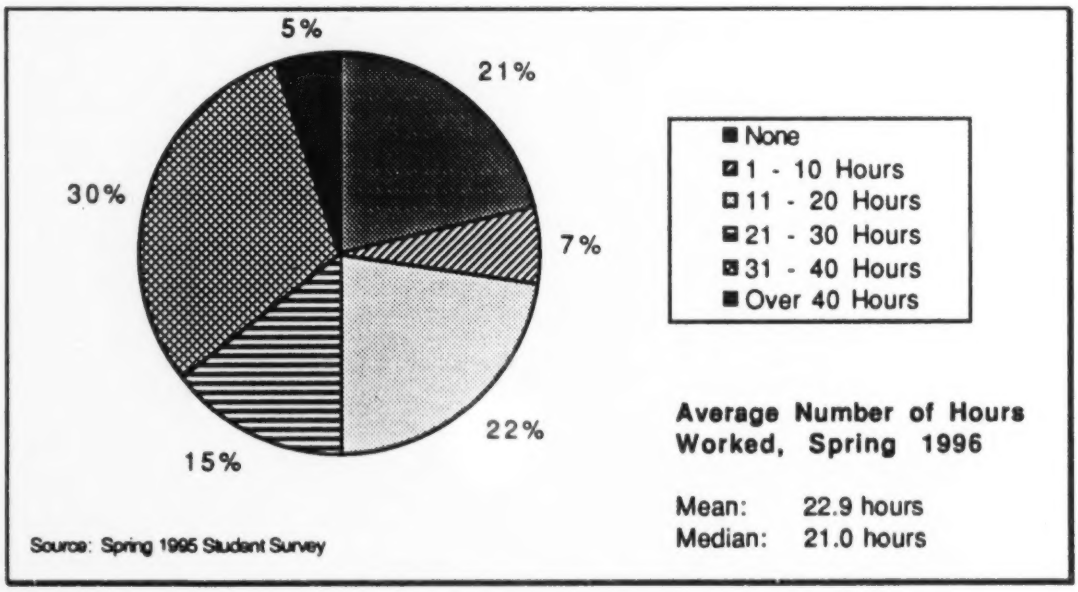
GRAPH 9: FALL ENROLLMENT BY DISTRICT STATUS



The college regularly seeks student opinions about the institution and its services. The primary means of evaluation is the annual Spring Student Survey, which seeks a variety of information from students to aid annual campus decision making. The annual Spring Student Survey also collects information about our students' non-school activities. For example, students are frequently asked about their commitment to

working while attending college. Since the first student survey in 1986 there had been steady increases in terms of both the percentage of students working and how many hours they were working. These trends paralleled the growth in the numbers of serious part-time students noted earlier. Reflecting the impact of current economic situations however, the working patterns of students changed significantly on the 1992 survey: After the period of increasing likelihood of working, there was a dramatic increase in the number of students not working between 1991 and 1992 (from 29% to 38%) and there was also an overall decline in the hours worked by those employed. While the 1993 survey reiterated the 1992 findings, the 1995 and 1996 results suggest that students have returned to a higher likelihood of working. The 1996 survey results are shown below in Graph 10.

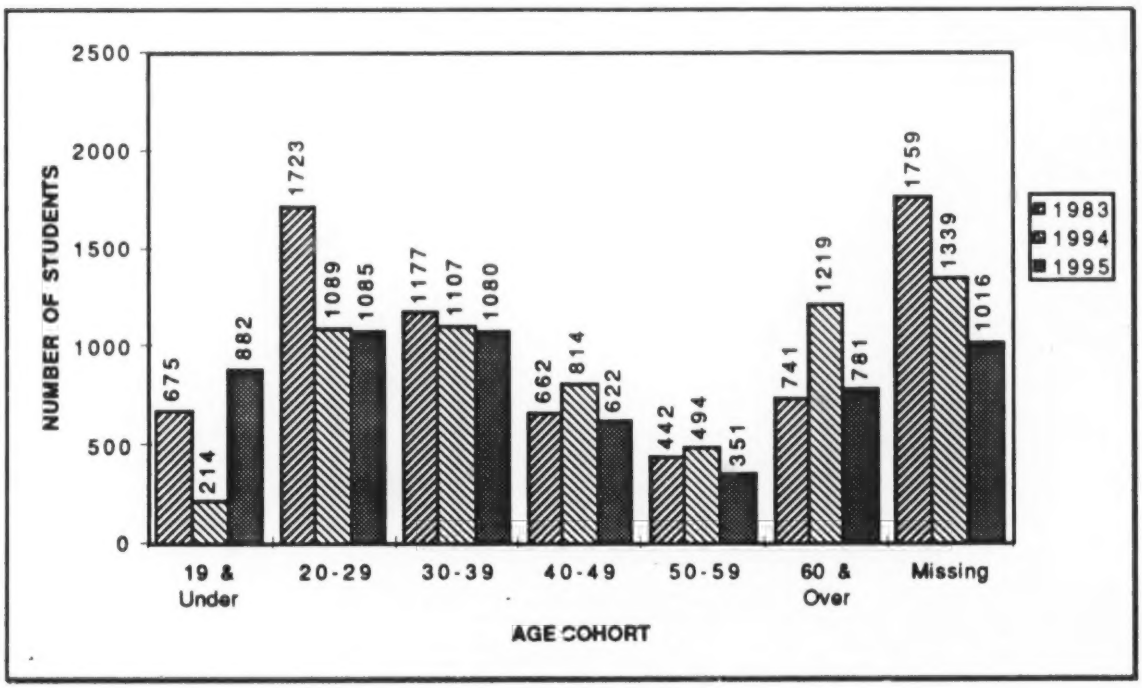
GRAPH 10: HOURS WORKED WEEKLY BY STUDENTS, SPRING 1996



Enrollment Statistics – Non-Credit Programs

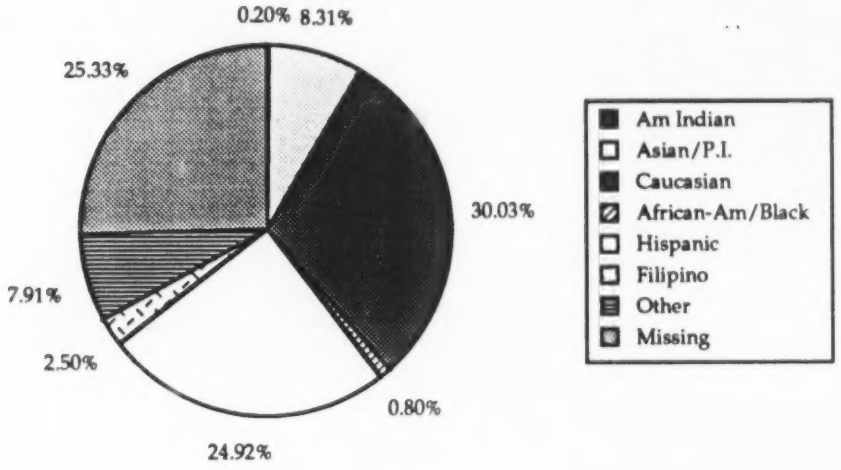
The data demands made on non-credit enrollment programs have been less extensive and demanding than those made on credit programs and have afforded a more limited view of those students in non-credit programs. Historically, non-credit student data files have also had more missing or invalid information than the credit files. This report presents "as is" data. In fall of 1996, 5,817 students enrolled in non-credit programs; 56.6 percent were female, 26.9 percent were male, and 16.5 percent were of unknown gender.

GRAPH 11: FALL NON-CREDIT ENROLLMENT TRENDS BY AGE COHORT

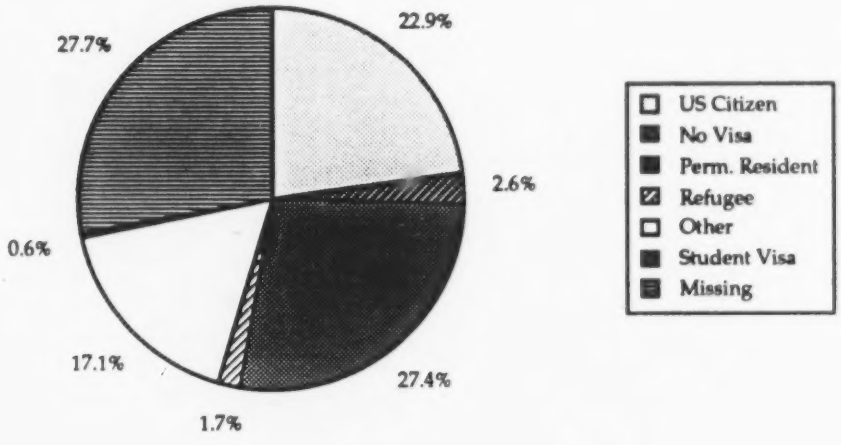


The age of non-credit students can be estimated by grouping their reported birth dates; however, many student seem to be born in 1900 and 1999 or the information is missing. Graph 11 on the prior page compares the best available age cohort information for non-credit student for fall 1983, 1994, and 1995. The ethnic distribution of non-credit students for fall 1995 is shown in Graph 12; Graph 13 shows their Citizenship/Visa status.

GRAPH 12: FALL 1995 ETHNICITY OF NON-CREDIT STUDENTS



GRAPH 13: FALL 1995 NON-CREDIT ENROLLMENT BY VISA TYPE



Student Experiences

The college has long had an active recruitment effort. For more than twenty years the college has offered its suggested assessment tests to high school seniors in the Glendale Unified District on the high school campuses each spring. The college has an Extended Opportunity Program and Services unit (EOPS) -- recognized for excellence throughout the state – which recruits and provides summer orientation programs. The college, as part of the state matriculation mandate, has also made orientation to the college mandatory for new students as of the fall 1989.

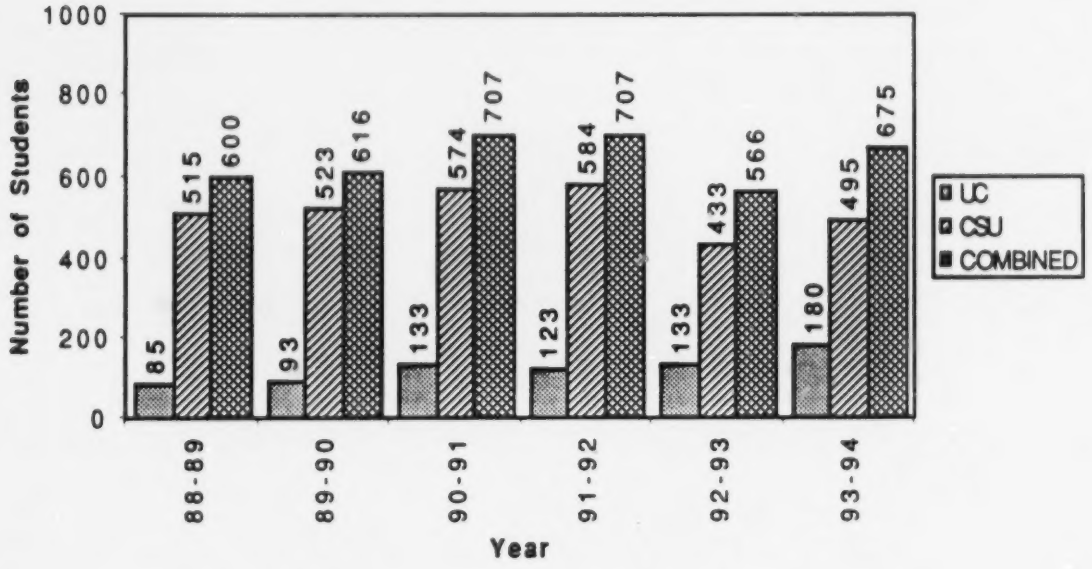
To promote international awareness the college has sponsored semester abroad programs in England and France and conducts a multi-subject, summer program at the college run Baja Field Station (Mexico). Several hundred international students enroll each year and the college has been recruiting in Japan, Korea, and Hong Kong.

Glendale Community College students transfer to institutions throughout the state and country. The majority of our identified transfers -- over 450 students a year --

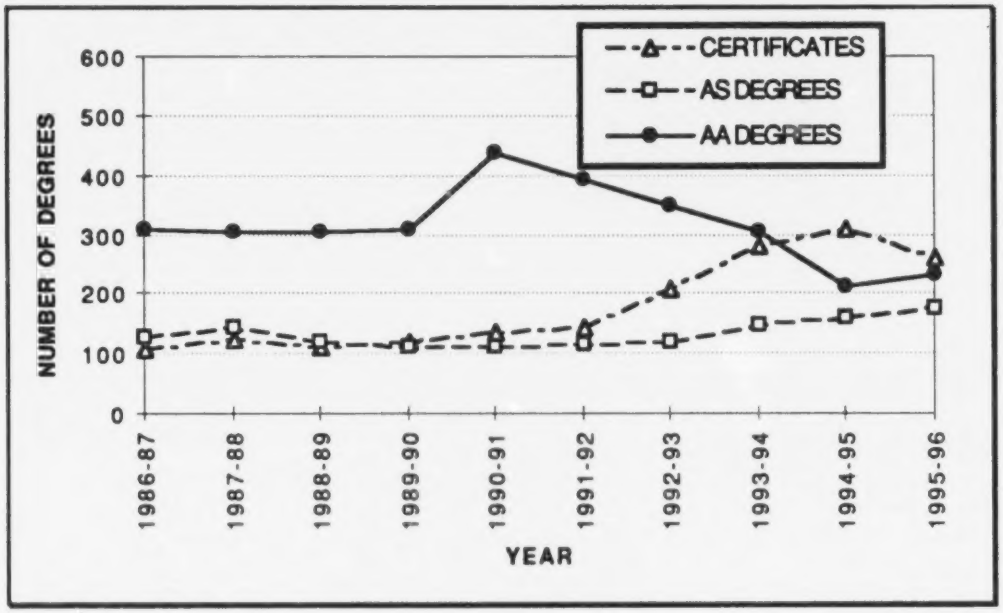
go to four local institutions: California State University Northridge; California State University, Los Angeles; the University of Southern California, and UCLA. The college has active articulation arrangements with Occidental and Woodbury Colleges which are within several miles of the campus.

Graph 14 below traces the history of transfers reported by the California Post-Secondary Education Commission (CPEC) for the college. We know that these figures underreport the total number of transfers because state colleges and universities report only the last community college transfer students attended and because independent colleges don't always report. CPEC also has taken longer to report the data during the last couple of years. Better data will not be available until we can track students by social security number within a statewide data system on student movement. On the last page, Graph 15, shows the number of degrees granted for each of the last eight years by the college.

GRAPH 14: CPEC REPORTED INSTATE TRANSFERS



GRAPH 15: DEGREES AND CERTIFICATES COMPLETED



Additional and more detailed information about the community, student population, and college operations can be found in ***Campus Profile '96*** which is available from the Research & Planning Unit.

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